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# Free Jazz Concert

INSIDE

Credit Game Part 1

People, Places, Thangs



On Thursday, February 3, 1977, at Governors State University, the College of Cultural Studies - Music Department will present a "FREE JAZZ CONCERT" under the direction of Dr. Warrick L. Carter. The Recital Hall will be opened and filled with sounds starting at 7:30 p.m. All are invited to attend and bring a friend or two.

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## *The* **INNOVATOR**

Volume 5 Number 2

Governors State University

Park Forest South, Illinois

60466

February 2, 1977

# Guatemalan Earthquake Revisited

Guatemala -- Governors State University's Project Guatemala will present its first comprehensive media exhibit on the aftermath of the devastating Guatemalan earthquakes, in Freedom Hall, 410 Lakewood, Park Forest on Friday, February 4.

"Guatemalan Earthquake in Retrospect" will be a special program a year after the first quake that shook the Central American country to its core in the worst natural disaster in Central American history. Featured will be slide-tape presentations, a photography exhibit, video displays, and an American doctor who has become world famous for his work over the last fifteen years in the highland areas of Guatemala.

Dr. Carroll Behrhorst will be introduced by GSU's new President, Dr. Leo Goodman-Malamuth II during a program in Freedom Hall's Nathan Manilow Theater at 8 p.m. A slide-tape presentation dramatizing the effects of the earthquake will be part of the program. Other exhibits will be on display beginning at 6 p.m. The events will be free to the public.

Dr. Behrhorst has earned a world wide reputation through this clinic in Chimaltenango, Guatemala. The clinic which provides on-site medical services for the region's largely Indian population also is the center of a network of health, agricultural and community services that stretches far into the remote areas of the highlands.

After studying medicine at Washington University in St. Louis, Dr. Behrhorst practiced privately in Kansas before migrating as a medical missionary to Guatemala 15 years ago. He was reported to be the only foreign physician to remain in Guatemala throughout the hundreds of aftershocks and tremors following the February 4 quake.

In 37 seconds in the middle of the night of February 4, 1976, a twisting turning earth jarred the Richter scale to 7.5 and reduced entire villages in the Guatemalan highlands to rubble. Most of the victims were Indians, decedents of the Maya, whose adobe homes buried them alive.

Two days later, in the afternoon, another quake jolted the land of eternal spring. More than 1,700 tremors, some severe enough to kill, followed the major earthquakes. In all, more than 23,000 died, another 73,000 were reported injured, and more than a million were left homeless.

A team of media professionals and students from Governors State University took part in an ambitious series of media projects last Spring, just three months after the initial earthquake. The team spent two intensive weeks studying and recording visually, in sound, and in writings one of the worst natural disasters in history.

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THE FACES OF GUATEMALA ... part of the exhibit in the special free program presented by GSU's Project Guatemala in Freedom Hall, Park Forest, on February 4. Exhibits open at 6 p.m. with a presentation at 8 p.m.



## No Apostrophe's Please!

Thanks to assists from writers, editors, and proof readers, Governors State University is batting well in the proper use of its name.

Only a few publications still incorrectly use an apostrophe in the university's name. But many were making the error eight years ago when the school was established. Governors State University is named in honor of all past Governors of Illinois. However, it does not belong to them or to the current Governor. Thus, no possessive apostrophe is anywhere in its title.

The first 35 Governors of Illinois are at GSU, as individual plaques of likenesses are displayed in the Hall of Governors inside the main university entrance.

In addition, a plaque of former Gov. Dan Walker is being made and a picture of Gov. James Thompson is being installed.

Governor Walker was principal speaker, and Gov. William Stratton and a descendant of Shadrach Bond, Governor 1818-1822, were present when Governors State University was dedicated April 20, 1974. Mrs. Betty Hood Poorman, daughter of Craig A. Hood, great grandson of Governor Bond, traveled from Coral Gables, Fla.

Gov. Richard Ogilvie on July 17, 1969, founded Governors State University by signing House Bills 666, 667, and 668.



## A Plea For Help

This is a plea for help from a student and citizen who is very worried about the school reputation, which is so strongly emphasized at Governors State University in Park Forest South. I am a thirty-four year old father of five, who has returned to college to finish my education. In the past five years I have worked as a business and management consultant. My primary responsibilities were to observe, do analysis and implement systems in management control technique.

The administrative precepts and mandates at Governors State University that have been described as innovative, equal opportunity geared, pushing for excellence, non-discriminatory and honest are making me sick! Maybe the Board of Governors are impressed with all the plans, provisions, policies and standards that have been ever so carefully written by the administration but I'm not. It's a beautiful thing to have these ideals and mean them but we are all being led down the proverbial garden path. The truth of the matter is that these plans have not been implemented or enforced. It's all a snow job aimed at the students, faculty, employees, community, state and federal agencies.

I am speaking specifically of the University Police Department. As a work study student in this unit, I find myself in a frustrating Position. I can't believe the injustice, gross discrimination, racial prejudice, phony politics, poor management, lack of communication and the moral problems that exist in this department. For this reason I cannot, in good conscience, watch this happen any longer without bringing it to someone's attention.

I ask what kind of administration or police department would allow one of their most conscientious, most experienced and dedicated sergeants to be suspended, for thirty days without pay because he was not afraid to report one of his fellow officers taking a battery from a police squad car and changing it with the one in his own personal car? A very competent police dispatcher who also witnessed the event and signed the official report was terminated. The officer involved in the alleged theft was suspended also but for how long is being kept a deep, dark secret. In thirty days or so he will probably be walking the halls of G.S.U. looking for something else he can "use"! Is this justice?

To help cover the vacancy of the dispatcher the department head has been using a student aide who is not qualified or trained to handle an emergency situation. Now a

dispatcher who worked at G.S.U. a few months ago who was formally reprimanded for sleeping on duty and for altering her time card has been chosen to replace the competent dispatcher who was terminated. Again I ask is this the kind of personnel and unhealthy situation wanted in a police department that should be above reproach?

I know of six employees who have personally told me that they are looking for new jobs and/or leaving the department because of the discrimination and racial prejudice. Two employees have actually expressed fear for the physical welfare of their families if they stand against these injustices. I also have some fears. After all, I am talking about frustrated men and women, walking around with guns on their hips and the right to use them.

In this department the only communication with management seems to come in the form of a memo from the Chief's office to reprimand an officer or shift when they have done wrong. Their duties have not been specifically defined to give the officer direction so he will know what is expected of him. There are no staff meetings to update procedures, schedules, policies or to discuss the problems that do exist within the department. Schedules are constantly being changed, personnel moved from one shift to another, days off shifted. Employee turnover is becoming a serious problem. All of this has department in total disarray.

My only hope is that there is someone in administration at Governors State University or in authority somewhere who is sincerely concerned, as I am, about equal opportunity, honesty, justice, excellence, eliminating prejudice and discrimination. I know for a fact that many of these situations have been brought to the attention of a few people in authority but to no avail. They listen and say, "I'm sorry," or "I didn't know that," or "I'll take care of it!" Then comes the G.S.U. cover-up. It's all hushed up and swept under the rug.

Will someone who really cares please help? This situation cannot continue to exist. The school's reputation is at stake. Because of this letter my position as a work study student in the police department will probably be in jeopardy. I am only reporting the truth, but like our good sergeant who caught another officer stealing and reported it or the police dispatcher who witnessed it, I will be terminated. My only concern now is my school — GOVERNORS STATE UNIVERSITY. Please help!

by George E. Falaney

## EDITORIAL

### Death Of Gary Gilmore

Gary Mark Gilmore is dead. His life ended in a volley of bullets from a firing squad on January 17, 1977. By his death he gained the distinction of being the first man to be executed in 10 years. What price glory?

He wanted death, courted it, and pleaded for it. The courts finally granted him his wish, after agonizing months of indecision. What right does a country have to take a man's life? The story of Gary Gilmore has had a profound effect on me. I have been brought face to face with the question of capital punishment. Gary Gilmore committed heinous crimes and deserved to be punished. I am not arguing against that or defending him in any way for what he did, but I am taking issue with the decision to take his life. Capital punishment is not the answer.

Gary Gilmore was a human being, a creation of God, with a God-given spirit; he had feelings, desires, needs. Had he been imprisoned instead of killed, his mind may have been salvaged, he could have received an education and perhaps made a monumental contribution to the world. Somewhere along the way his life began going wrong, but it could have been turned around. As a prisoner he would have

received help. But he is dead now, lost forever to this world, his potential destroyed in a matter of seconds.

One wonders what it feels like to know that you are going to be dead in a given number of hours. What were his thoughts as he lay in his cell through the long endless nights waiting? Did he break out in a cold sweat and become sick to his stomach? Did he wonder what it would feel like to not ever be able to breathe again, or touch something soft, to look at the sky, hear rain falling?

In the dark of night did his hand steal up to his chest wondering where the bullets would enter his body. No one will ever know of these things. Gary Mark Gilmore is dead now. He no longer exists on this earth. He cannot speak to us to tell us anything.

As a final act Gary Gilmore donated his body to medicine requesting that his eyes and kidneys be given to others that they may have life and sight. Doing in death what he was unable to do in life. Does this not speak of what Gary Gilmore might have become if he had been allowed to live? We will never know—for he is dead, killed by an act of his fellow man acting in the name of justice.

## Self Instructional Blues

By  
Linda Hinker

One can only offer a sigh of relief when thinking about the past year, a year that was by far, too commercialized.

Of course, it was a bi-centennial year, the 200th birthday of our country, but how many people made it through one day without seeing the slightest bit of symbolic representation, a constant reminder that this was indeed, a bi-centennial year?

A day in the life of an individual subject to the bi-centennial blues may have gone something like this:

You wake up in the morning with excessive energy. After looking in the mirror to see who you are, you quickly glance at your bi-centennial calendar to find out where you are. You're a day behind, so what does it matter?

You sit down with a cup of coffee and read the morning paper. As you turn the page you see several bi-centennial ads. If you're addicted to beef sandwiches you can get one at Arby's for 76 cents. If you've got a fetish for pictures you can get a 5x7 taken at your local Kmart for only 76 cents.

A beef sandwich sounds good so it's off to Arby's. On the way you stop to mail a letter. As you approach the mailbox you are in a state of confusion. "Where is it", you ask yourself? For all you see is a multi-colored object covered with large white stars.

You move in a little closer and stare at it an alas, you discover that it is the mailbox. The listing of all the mail pick-ups pasted on the front gave it away.

So you open the box and deposit your let-

ter. It's only proper to put the letter bearing the bi-centennial stamp in the bi-centennial mailbox.

Relieved that you've gotten this far you get back into your car. You're ready to pull away when you realize you parked too close to the red, white and blue fire hydrant (pity those poor dogs). Lucky for you a cop didn't come by and write you a bi-centennial ticket!

Now you head on out to Arby's. Traffic is heavy so you turn down a side street.

Suddenly, you are blinded by those bi-centennial garage doors, very artistically painted. Some with bells and some with flags. Very patriotic. You immediately decide to ride in traffic to avoid any more of those disgusting sights.

Well, you finally get to Arby's and order your bi-centennial special. You look in your wallet for some money. Son-of-a-gun, all you have is a \$2 bill.

The cashier says thank-you and gives you your change. You look at it and notice little men playing the drums on the back of your coin. Needless to say, it's a bi-centennial quarter.

It's been a long day. You head home in hopes of relaxing. You walk in the door and turn on the tube only to hear some fool say that this is the way it was 200 years ago today.

You calmly take your foot and shove it through the screen.

You convince yourself you're not angry until you realize you've just ruined your \$76 TV.

And that's the way it was...

## Need to Organize

Is THE Student Government YOUR Student Government?

An action taken by the Washington Supreme Court might give Governor State students reason to think about their own student government—what it is, who runs it, and where its money goes.

Three students, members of the Young Americans for Freedom, who disagreed philosophically with the student government at the University of Washington thought about such questions and won a ruling that they should not be forced to belong to an organization such as the student government.

They can, however, be required to pay activity and service fees provided the university oversees expenditures of such fee funds to insure that a balanced, education program results.

These students and the Court, by establishing the right of non-association, thus set a precedent for students everywhere who might have similar differences with their student government.

The ruling also puts pressure on administrations to be attentive to the matters of student government and to assure that the university provides "an arena for competing ideas."

Editors Note: The INNOVATOR management has wondered about the question of student government here at GSU and found that most students don't seem to care one way or the other. It is a very bad sign if this line of thought prevail much longer. Maybe your informational news item will give them something to think about.







## The Credit Game Part 1



How many of us have or at one time possessed one of those little-plastic 2" x 3½" cards that allows us to buy now and pay later. The credit card is a relatively new hybrid on the Economic scene that is a two headed monster. In the past the most dominate buying power available to the consumer was installment contracts where we entered our favorite neighborhood furniture or appliance store and negotiated a contract between the direct seller and you, the direct buyer. This responsibility is now assumed by vast conglomerates such as Bank-Americard, Master Charge, American Express, Carte Blanche and the list is endless.

This plan of "Buy Now and Pay Later" is more than just an idiomatic expression because many card carriers who for many reasons -- the main one being mismanagement - have committed economic suicide.

The solution is, if you're a sincere citizen concerned about his or her credit rating, file a Chapter 13. A chapter 13 is where a consumer voluntarily files bankruptcy with or without the aide of a lawyer.

When is a Chapter 13 the necessary step for a couple to take? It comes at a point when an individual or a family decide they

are not making it financially. The problem becomes clearer when that family sits down and works out a budget and finds that they are committed to pay out more money than they have coming in. Unfortunately, like so many other credit card users, they have used their credit unwisely. Credit should only be used to buy large purchase items such as furniture, houses, cars, boats etc. Bank Americard and Mastercharge are the prime reasons or liabilities for couples overspending what they don't have.

Why is it necessary in an affluent, middle class income, American family to file a Chapter 13 (bankruptcy)? The percentage is up 15% from three years ago. There was a time when bankruptcy was looked upon as the last resort and no decent law abiding citizen would allow it to happen to him.

Let us examine this little closer. We have a couple, husband working, wife bringing up children. Take home pay is \$600.00 (average), just enough to live on: rent, clothing, utilities, and food. These are their fixed expenses. Let us assume that these people's installment commitments are \$500.00, they have \$200.00 to work with. They are in the hole \$300.00, and cannot make ends meet. They are really swamped and are under water in a pool of unpaid bills. In this case a Chapter 13 applies and is to be used most judiciously.

This is how a Chapter 13 works. They can spread that \$200.00 over a three or four year period so that all their creditors can be paid. Not at the committed debt that was originally incurred, but at a lower rate. Creditor's are agreeable to this 100% of the time. They feel that some of the cake later is better than none at all. So a

Chapter 13 reduces that persons commitments by as much as 50% to 60% which means if they owe \$300 or \$400 a month we can reduce it to approximately \$150/month.

It at first appears that these creditors are losing money on this proposal but on closer examination they are not. Once a chapter 13 is filed creditors have a restraining order that enjoins the creditor from doing anything - there is no way to force him to agree to this plan (the creditor that is), but attorneys have filed thousands of Chapter 13 and have never failed to get the cooperation of the creditors to agree to some kind of arrangement. If you point out all the options to a creditor who is reluctant to accept this plan now gets Zero. So it might be better to get your money and wait a little longer for it or not get it at all.

"The Credit Game" - Part II next issue

## Counseling For Children Of Divorce

"Counseling for Children of Divorce," a six week group counseling program for children whose parents are divorced, will be offered for the fourth time by the South Suburban Area YWCA, 45 Plaza, Park Forest, beginning Saturday, February 19.

The children are grouped according to age. Younger children will meet with the professional group facilitator from 10 to 11 A.M., and older children will meet with her from 11 to 12:30. on Saturday, February 19, 26, March 5, 19, and 26. The week of February 7, a weekday evening will be substituted.

Following the last group meeting, individual appointments will be scheduled with the parents of the children. At that time, parents will be able to interact with the group leader and discuss any possible recommendations for the future.

As Joan L. Retzlaff, Director of the YW

remarked, "We found this program to be extremely valuable to both children and parents. Parents involved in the process of divorce as under their own emotional stress. To cope with the needs of children at such a time may be more than they are able to handle. The group counseling program gives children something that is their very own. It is also designed to help them deal with their possible feelings of responsibility, anger, and rejection."

Ms. Retzlaff continued, "In addition, the program helps both parents and children sort out reactions on the part of the children that are in response to the divorce and behaviors that are usual for any child of a particular age. Out of a sense of responsibility, sometimes, parents react out of their own emotional distress and feel that all unusual or unwanted behavior on the part of a child is the result of the divorce.

ce. The group facilitator assists in this clarification process."

Jean Livingston, who holds an M.S.W. from the University of Illinois, Circle Campus, will be working with both groups. Ms. Livingston has been a school social worker for six years and teaches in the social service department of Thornton Community College. She is currently in Advanced Transactional Analysis Training and becoming certified as a Reality Therapist. Ms. Livingston is associated with Aunt Martha's Youth Service Center, Park Forest. As she stated, "These group sessions provide a place for children to share feelings with their peers, a place they meet with other children whose lifestyles are changing and with whom

they may share many of the same feelings, although modes of expression may differ. In addition, as an outcome of the sessions, children will have tools to use in dealing with their own feelings and the feelings and actions of their parents."

In presenting this program, the YWCA is offering a "source of strength to both parents and children at a cost within the range of affordability for families who most need it," according to Joan L. Retzlaff. Fees for the entire six weeks, including the additional private session with the parents are \$25 for the first child, and adjustable for more than one child in a family. For registration and question, contact Joan Retzlaff at the South Suburban Area YWCA, 45 Plaza, Park Forest, 748 5660.

## Got Insomnia? Relax

by Lisa Vogel

PERRY NICASSIO has many sleepless nights — but they're not his own.

Nicassio, professor of behavioral studies at Governor's State University in Park Forest South, studies insomnia, and he finished a project last month that may lead to the development of some new cures.

The potential cures involve muscle-relaxation techniques. Nicassio thinks these will stir increasing interest because they offer alternatives to sleeping pills.

"PILLS INCREASE insomnia," he said, "because they induce psychological dependencies; without the pills, the sleeping problem becomes worse."

"THE INSOMNIAC is out of touch with his body," Nicassio said. "He is unable to control the falling-asleep process that most people control intuitively, and we try to teach him that control."

And most insomnia is self-perpetuating. Nicassio said. "You can accelerate insomnia by thinking about insomnia and worrying about it. The fear of insomnia is a common source of insomnia."

NICASSIO TERMED himself a behavioral psychologist, or one who "con-

centrates on the problem itself, and not on its deep-rooted causes, as a Freudian psychologist would do.

"We see insomnia, not as a set of symptoms that reflects some underlying psychological disturbance, but as a behavior that acquires a life of its own, and that needs to be reversed," Nicassio said.

The relaxation techniques are the answer to that reversal, and they may be the answer to other types of unwanted "behaviors" such as smoking, stuttering, or drug addiction, Nicassio said.

Aleo is about to undertake a study of ulcer sufferers that will incorporate these relaxation methods.

"WE HOPE TO teach them stress management techniques that will slow the secretion of the acids that give the ulcers," she explained.

"In general, we hope to offer a kind of therapy to insomniacs and other individuals with anxiety-related problems that will make the people aware that that's what touches off the problem and that it can be consciously controlled," Nicassio said.

## What Do You Tell This Student?

Kent, Ohio (I.P.)—"Male-female relationships is problem Numero Uno," says one Resident Director at Kent State University, and she's supported by others in counseling positions. College age students, they believe, are searching for definition in many ways, and sex roles can become a source of real anxiety.

Another student problem is a crisis in identity, in personal or goal orientation. Dr. John T. Akamatsu, director of the Psychological Clinic, sees the identity problem as a function of leaving home and coming to a place where the value system is different from the one the student has known.

Many students seek non-professional help - an instructor, their academic adviser. A colleague shakes his head and adds, "you've got to decide, without any training. 'What do I tell this student?' Where do we draw the line? It's like playing with fire. It's so damned hard to know what to do with them because you're not trained. We can explore alternatives, but I will not play with a student's mind."

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**Douglas Ewart  
P.O. Box 7987  
Chicago, Ill. 60680**



# Educational Concepts:

## Competency Based Education Explained

The author is a former visiting professor at GSU. Dr. Sitaram in 1974-76 was mainly responsible for developing the area of speciality in intercultural communication as a part of CHLD Communication Science Program. He is the author of the book: *Foundations of Intercultural Communication*, (Charles Merrill Publishing Company, 1976).

K.S. Sitaram

Until recently it was fashionable to discuss mostly theory and research in higher education classes. This was particularly true in the several areas of the discipline of Communication. Communication Theory became a fashionable area of specialization for scholars as well as students. The scholars, students, national leaders and others have now realized that a bunch of theory is not enough. We should apply theory to practice. This is very much true in the areas of communication. Theory that is developed on the basis of research should be applied to practice of communication. Teaching how to apply theory and research in everyday life is what competency based education is all about.

Competency based education is being experimented in a few institutions of higher education in this country. I believe GSU is one of the foremost experimenters. In this article I would like to talk about what is competency based education system. Because my area is communication, particularly mass and intercultural communication, I will try to give examples from these areas.

For the purpose of our discussion, "competency" is defined as that real skill or knowledge which could be stated in terms of observable behaviour. Competency-based education has some distinct characteristics. Learning objectives are defined precisely, so the outcomes are assessable. The student knows that he is responsible for demonstrating the competency to the expected level. Instructional methods are more than one and are relevant to the objectives. Learning programs are personalized.

Competency based system is not the same as the open university system. Open university system tends to be impersonal and formal while competency based systems are extremely personal, there is opportunity for plenty of personal contacts and informal discussions. In competency systems, the student does not have to take a group of courses prescribed to him by the university. He takes only those courses that help him achieve the competencies he needs. Each student works closely with an academic adviser who helps him plan his course of work at the university. In this system the student has more responsibility than his counterpart in a traditional system. However, the academic adviser should be knowledgeable in all the available courses at his university which his advisee should take.

Although the responsibility of the student is clear in the sense he/she makes up a list of competencies he/she wants to achieve for the degree, the academic adviser who helps him/her develop the list should be knowledgeable in the type of competency the student can achieve and the resources available in the type of competency the student can achieve and the resources available in his university to achieve those competencies. An academic adviser is the same as a professor in the traditional universities. The only difference is that the adviser works closely with his student in a highly informal atmosphere.

Competency-based institutions recognize the fact that any one professor cannot be equally competent in all the three areas — teaching, research and community service. Teaching is a common area in which all professors should be competent. Of the two remaining areas, either one is considered for the purpose of merit increments. It is true that some professors are exceptionally good in research and innovations. Others are good in community service.

A student who seeks admission in a competency-based university is a practical

minded person. He knows what he wants. Most of the time such a student is already employed and wants to seek promotion in his job. The degree he is seeking helps him get that Promotion. In some cases, he cannot go to Harvard since he is not the Harvard type. But he knows his own potential and can develop the potential usefully at a competency based institution.

The student is usually required to make out a learning contract with his adviser during the first semester (term) of his work at the university.

A learning contract is an elaborate description of everything the student wants to achieve at the university for the degree he is seeking. The contract explains his professional goals and how he would like to achieve those goals at the university. Granting of the degree depends upon whether or not he has achieved the goals. Although the contract is not legally binding, the student is expected to stick to a major part of it. The learning contract is the guide for his work at the university.

The purpose of each course (subject) is to help students achieve certain competencies in theoretical, research or skills aspect of an area. The course description clearly states the competencies a student is expected to achieve. The syllabus and activities of the course are clearly explained.

Undergraduate competencies leading to a Bachelor's Degree are designed to help the student learn more skills than theory. In other words, the teaching at this level is more prescriptive than descriptive. At the graduate level the emphasis is more on research. The graduate student working for a Masterate or Doctorate is expected to demonstrate independent thinking in doing research. However, theory is common to both levels. Both skills and research methods are based on theory. The description of a course in this system looks like

### STUDENT GOOD STANDING POLICY

**Intent:** The purpose of this policy is to incorporate accountability into Governors State University's self-paced instructional system, by stating under what conditions and for what time limits students may continue working on incomplete units. At the same time, the policy is flexible enough to allow variable time for completing units. The policy defines three student categories, namely, good standing, probation, and suspension, which are based on a unit completion rate. The unit completion rate is designed to determine whether students are meeting appropriate standards, and replaces the grade point average, which traditional universities use.

#### A. Academic Good Standing and Unit Completion Rate

1. Students are in academic good standing when they are maintaining unit completion rates of 75 percent or more.

2. Definition of unit completion rate: total number of units from previous trimesters completed by the end of any trimester

#### UNIT COMPLETION RATE\*

total number of units registered in previous trimesters

total number of units from previous trimester dropped during designated drop periods

3. Students must be in academic good standing to graduate.

#### B. Academic Probation

1. Students shall be placed on academic probation when their unit completion rates fall below 75 percent.

2. Any period of academic probation shall extend at most for two trimesters, beginning with the trimester following the

this:

Message Development in Intercultural Communication:

Course Description:

Instructor:

In this course the student will be able to: (1) Define concepts such as culture, communication, message and values; (2) Show the difference between informative and persuasive messages; (3) Explain the techniques of developing messages designed to: inform, persuade and solve problems in small groups; (4) Develop specific types of messages directed to specific types of audiences such as those of other cultures, tribes, languages and religions; (5) Develop messages adopted to specific medium such as radio, newspaper, television or public speech; (6) Transmit the above messages in real situations; and (7) Interview members of specific groups to collect data for specific purposes such as selling a product.

The student will be required to attend about 80 per cent of the classes. At least four different messages through four different media are required for successful completion of the course.

Although the main objective in a competency-based system is to help a student achieve the competencies he needs, in order to receive a degree in an area of emphasis he/she should achieve certain core competencies. The core competencies distinguish one area from another.

Evidently, the American competency-based education is somewhat similar to the ancient Hindu ashram system. In the ashrams the guru used to spend several years helping his pupil achieve the competencies he needs for his own profession. The guru knew the needs of each pupil and

helped him acquire only those abilities he needed. Even before the guru agreed to teach, it was the responsibility of the young man to select under whom he should study. He went round the country looking for the right teacher. Once a guru was found it was the guru's turn to select the pupil. The selection on both sides was imperative.

Modesty was a great virtue that a real scholar taught his pupils. Perhaps modern education systems do not reinforce that virtue in their students.

The modern competency-based system cannot adopt the ashram system in total. However, some of the concepts in both systems are similar. One striking similarity is between the competency-oriented instruction in both. The guru and the professor design courses to help achieve competency. Another similarity is the concept of advising time. The student does not have to make an appointment with the teacher to seek advice. A third similarity is the absence of grade system in both. Both systems recognize that the ability of each person depends upon what he has done before and can do during his education.

In a competency-based educational system, each student learns something useful for himself. Whatever he learns at the university can be applied to real life situation. Such a system is greatly needed in the developing nations which cannot afford to spend money on exotic education systems that cannot produce young men and women who could participate in building new nations. This is exactly what India also needs.

### determination of probationary status.

\* All registration activity in the immediate trimester is excluded from all calculations, and good standing cannot be calculated during a student's initial trimester at the University.

3. In order to return to academic good standing, students must attain a unit completion rate of 75 percent or more by the end of their periods of academic probation. This may be accomplished either by completing outstanding units, if permitted (see E.2. below), by completing a sufficiently high number of new units, or both.

#### C. Academic Suspension

1. Students shall be academically suspended from the University for any one of the following reasons:

a. Failure to complete at least 25 percent of units registered by the end of the student's second trimester.

b. Failure to attain a unit completion rate of 75 percent or more by the end of academic probation periods.

c. Falling below a unit completion rate of 75 percent for a third time.

2. Students academically suspended from the University for any one of the above reasons may petition for readmission after one year from the date of suspension.

#### D. Drops

##### 1. Elective Drops

a. Only units registered in a block just beginning can be electively dropped by students during a designated drop period.

b. The period for elective drops shall extend four calendar weeks from the first day of the trimester or block.

c. Elective drops shall be excluded from calculations of unit completion rates.

d. The completion of a repeated module shall have the effect of electively dropping the original incomplete units.

##### 2. Procedural Drops

a. The following units shall be dropped as a matter of procedure:

I. Units registered for a module in which the student fails to participate.

II. Units remaining incomplete by the end of the trimester following the trimester of registration with the exception of those units for which Extraordinary Registration Permission-Extension has been granted (see E.2. below).

### III. Units remaining incomplete at the time of suspension.

b. Procedural drops shall be included in calculations of unit completion rates.

#### E. Extraordinary Registration Permission (ERP)

##### 1. ERP-Overload

a. ERP-Overloads shall consist of registration for more than 16 (and normally less than 21) units in a trimester or for more than 9 (and normally less than 11) units in an eight-week block. In the latter calculation, sixteen-week modules are counted at half value.

b. Students shall petition the appropriate collegial Dean, BOG Director, or University Without Walls Director for ERP-Overload approval, and shall require the academic advisor's recommendation.

c. ERP-Overload shall be granted only in circumstances that are truly extraordinary.

##### 2. ERP-Extension

a. A student is permitted the trimester of registration and the trimester following it in which to complete a module. ERP-Extension shall be required to extend incomplete units into a third trimester. ERP-Extension may be granted for only one trimester and is not renewable.

b. Students shall petition the appropriate module coordinator before the end of the trimester following the trimester of registration for ERP-Extension.

c. ERP-Extension shall be granted only in circumstances that are truly extraordinary.

d. If procedures specified in sections E.2. a, b, and c, have not been followed, then credit shall not be granted for an incomplete module.

#### F. Appeals

A student may appeal any decision made under provisions of this Policy, with a written petition to the Dean of his or her College, the Coordinator of the BOG Program, or the Director of the UWW Program, as appropriate.

#### G. Effective Date

This policy shall supersede all previous Policies concerning student good standing, overloads and extraordinary registration permission. It shall apply to all students beginning with the first trimester following the date of passage.



# The Saga Of Little Henry Gandy And The Sovereign State of Mississippi

by A.D. Moore

In recent years there's been more and more rhetoric about the virtues of the so called "New South," and how in the post-civil rights era conditions have drastically changed. How blacks have reaped the harvests of equality in jobs, housing, and in the due processes of the law.

It has also been contended that with the enforcement of the voting rights act, which has initiated more political gains for blacks, and the recent election of a southerner for President, that the notion of a new south is not just pure fantasy.

But in reality is there really a new south? And how about the due processes of the law where blacks are concerned?

An incident which I shall remember for as long as I live occurred in 1958-the pre-civil rights era or what some would refer to as the old south.

It involved the murder and castration of a distant cousin of mine named Peck. He was brutally murdered, castrated and his organs stuffed into his mouth! Afterwards, his body was dragged into the middle of the road where it was run over by a truck.

Why and what, one wonders, would cause one human being to perpetrate such a fiendish deed upon another? Was Peck a child molester? Did he deflower the virginity of southern chivalry?

No! Peck, a black boy was killed because of his courtship to a black girl-by three white men! Peck it appears had been warned by one of the white fellows to stop calling on his girl friend whom the guy apparently had been dating also.

There were rumors to the effect that Peck, after being warned, had taken to carrying a pistol. However, on this fatal night he had neglected to do so. It was further rumored that it was a friend of Peck's who'd betrayed him, by urging him to leave his gun at home.

Typical of southern justices during that time, as far as blacks were concerned, nothing was done about the matter, although it was common knowledge who the villains were. In the eyes of the law Peck was just another dead nigger! And if I recall correctly the sheriff even made some remarks to that effect.

Well, the saga of Little Henry Gandy didn't occur fifteen, ten or even five years ago. As a matter of fact it occurred in 1974. In the era of the so-called New South when things of this nature are not suppose to occur anymore.

Little Henry Gandy, the youngest of the Gandy family, like Peck, is also a distant relative. An older brother of his and I went to grammar school together; and I can recall how Henry, a thin, quiet kid who never bother anyone or got into any kind of trouble would always want to tag along with us.

What then, occurred to Little Henry Gandy on a fall day in 1974? First of all Little Henry is not so little anymore, while he's yet small in stature he's around twenty four years of age now.

I learned of Henry's dilemma while visiting my grandparents during the Thanksgiving Holidays and decided to investigate the matter. Or at least learn as much as I could about it.

While inquiring around I found out that Henry's problems began on a country road in Starkville, Mississippi, a town who's only claim to notoriety may be that it's the home of Mississippie State University and the football teams' Bulldogs.

From all accounts, Henry was parked along beside the road fixing a flat tire when he was attacked by two drunken white men.

They managed to get him down on the ground, but because of their state of enebriation were not able to subdue him, and he broke away. The culprits give chase and Henry raced down the road. He crosses a fence and doubles back to his

truck where he remembers he has a double-bladed axe.

One of the guy is so much into his liquor that he decides to risk the chance of approaching Henry and the swinging axe. And his head is promptly split open a la mode!

Realizing the severity of his defensive measure, Henry runs off to Cleveland in fear of losing his life. He learned later that he left his victim in critical condition and that he almost died.

If the story ended here a lot of us, myself included, would probably feel that justice had been served and the guy got what he deserved, but that is not the case.

What occurred next was an example of the diabolical shenanigans of the cracker mentality. The sheriff, among other good white folks, informed Henry's older brothers that if he would return they would prosecute the two white men for their unprovoked attack upon him. So after being away for over a year, and experiencing relative freedom, Henry returned home to receive his justic, due him under the laws of the sovereign state of Mississippi.

When he arrived back home Henry found a congenial welcoming committie waiting to greet him, prominent among the gathering was the sheriff.

He was arrested, taken to jail, given a closed-door trial with none of his relatives or friends permitted to attend, and sentenced and sent to the penitentiary on the same day!

After spending over two years in jail, Henry was paroled into the custody of the white man for whom his father worked while he was alive, Fred Blocker. He has to work for Blocker, on his farm, for starvation wages for a year.

Henry has made it known that once his servitude in the guise of parole is completed in June, he will be making tracks!

It was my intentions of going to the courthouse to obtain the legal status of the

case, however, I was reminded by relatives and friends that I was only going to be visiting for a week and that by probing and asking questions at the court house I could possibly cause trouble and jeopardize Henry's freedom.

It was most unfortunate that I was not able to converse with Henry, and his brothers were reluctant to talk when questioned on the subject. However, there were others knowledgeable of the facts who were willing to talk provided I kep their names confidential.

There was a general consensus among some of those that I talked to that if Henry's brothers had shown more concerned for his well being and had pressed the issue, he would not have been railroaded in the manner he was.

While it is true that there has been remarkable progress throughout most of the south, and incidents of the nature just described do and can occur all over America, there is still a need for ways and measures to insure that all Americans, regardless of their color, are able to experience the due processes of the law guaranteed them under the Constitution of the United States.

In the meantime what about justice for the countless Henry Gandies?

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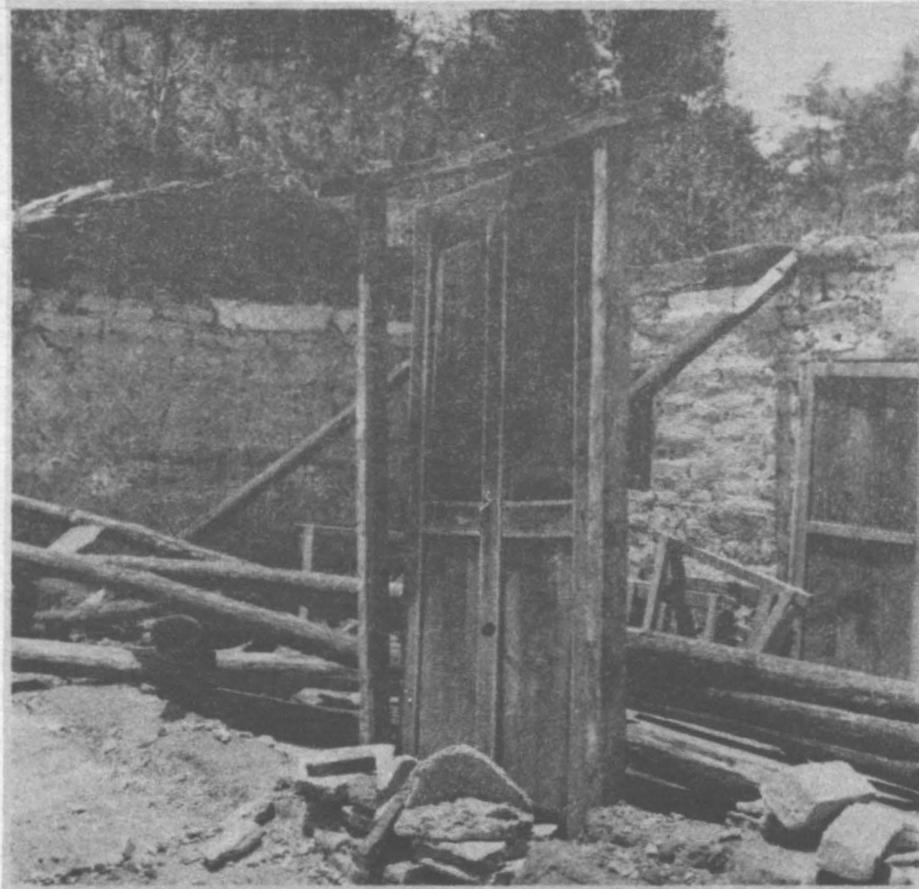
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**THE FACES OF GUATEMALA ...** part of the exhibit in the special free program presented by GSU's Project Guatemala in Freedom Hall, Park Forest, on February 4. Exhibits open at 6 p.m. with a presentation at 8 p.m.



**"SURVIVE THE TREMBLING EARTH"** was the television program created for GSU's Project Guatemala. Program Director and cameraman Ralph Kruse films here with audioman Jerry Reich in Highland Guatemala.

The Freedom Hall exhibition and program will bring together the various media projects for the first time. Many of the materials have individually been distributed in the Chicago area and across the United States. Radio tapes were broadcast on the world wide English language

service of the Voice of America. A 30 minute color television program was the major media effort and will also be on display in Freedom Hall.

Portions of the television program have been broadcast in Chicago with complete broadcasts slated for Chicago and other

areas in the next three months.

Project Guatemala was funded by various contributions including a small grant from the Village of Park Forest where the February 4 program will be held. The Freedom Hall "Guatemala Earthquake in Retrospect" program is in-

tended to thank the Project's many contributors as well as to put the media works on public display. The initial project was designed to publicize the continuing relief needs, particularly in the highland areas of Guatemala.

## CIA Goes To The Head Of The Class

By Steve Lemken

(Despite last year's Senate Select Committee's report on Intelligence saying there was massive CIA influence in U.S. universities, the Central Intelligence Agency is still in the education business. The CIA is still funding research conducted on many of the nation's campuses, is still recruiting students and professors for extracurricular activities and is still helping foreign spy agencies keep tabs on dissident foreign students.)

(The full scope of CIA-involvement on campuses may never be known. According to the final report of the Committee, scores of professors, administrators and graduate students are actively engaged in "open" and "clandestine" CIA work. They recruit American and foreign students, write propagandistic literature, conduct research and travel abroad using their cloak of academic status for cover.)

(Specifics of these operations were deleted by the CIA before the Committee released its final report, including the names of whatever individuals and institutions that had been cooperating with the CIA. And due to a Presidential order given last year, the CIA will continue to enter into "contracts and arrangements" for "classified or unclassified research... with academic institutions." It is not yet known whether or not President Carter will continue this policy.)

(However, an increasing number of students and faculty members throughout the country have become very vocal in their disapproval with the too-cozy relationship between the CIA and colleges. The unsavory flavor associated with a multitude of CIA activities has led several national academic associations to condemn clandestine CIA presence on campus.)

(Although they have received little national attention, the National Student Association, the American Association of University Professors and the Council of American Political Science Association have passed resolutions opposing any initiation by government agencies to involve academia in covert intelligence operations under the guise of academic research and have asked their members not to participate in such activities.)

(But for some, that is not enough. Nathan Gardel, a student attending the University of California in Los Angeles wants to know the full extent of involvement between the CIA and the

University system. He has filed for this information through the Freedom of Information Act and is currently trying to have the \$3,000 copying fee waived to get it. Gardel, however, has not stopped there.)

(He wants to see all correspondence between the CIA and the nine-school university systems relating to the CIA recruitment drive of last year and all information about UC contracts. Gardel believes that the UC president, David Saxon, has not been entirely free with the information. Gardel explained "this is not to say he (Saxon) knows everything" but we'd like to see what he does know. At present, the CIA is openly funding weather climate research at UC San Diego. Climate warfare was used by the CIA in Vietnam and Cuba.)

(More recently, an alleged CIA connection with a college professor at Brooklyn College in New York has stirred controversy to the point where the faculty members of the political science department have asked for their colleague's removal from the staff.)

(The professor, Michael I. Selzer, has been charged by several faculty members, one of them his brother-in-law, with being associated with the CIA. In a statement to the president of the college, the department members said that because of Selzer's "admitted agreement in covert intelligence activities for the CIA, he has violated... understood, accepted statements (by national associations) and casts grave doubts of his credibility as a teacher, scholar and professional colleague... and that his actions as described warrant removal from the college.")

(Selzer, according to one professor, first became involved with the CIA last spring. Selzer is quoted as saying "his work for the CIA was only confined to Europe." No other details are known.)

(Selzer supposedly admitted his CIA connection at a recent departmental meeting. He is now in Israel on a leave of absence, but when contacted there by several New York newspapers, Selzer denied that he had any contact with the CIA. He also said that he'll take legal action if dismissed and is contemplating libel charges.)

(A spokesperson for the college said the president, Dr. John Kneller, has already set up a committee to investigate all facts

and allegations pertinent to the case and assured all that Selzer's rights would be protected.)

(In a prepared statement, however, Kneller said, "It is up to an individual faculty member whether he wants to establish an 'open' relation with an intelligence agency. I stress the word 'open' because I think there is no place in the academic community for a clandestine relationship of any kind.")

(One organization, based in Washington D.C., is attempting to collect and distribute any and all information regarding CIA-campus related activities. The Center for National Security Studies offers information, educational material, pamphlets and speakers for those who wish to join in ending covert operations on campus. Write or phone Christy Macy at the Center, 122 Maryland Ave., N.E., Washington, D.C. 20002, (202)544-5380.)



## GSU Women Unite For E RA

GSU's Women's Center and the South Suburban Chapter of NOW co-sponsored a bus to take men, women and a couple of children from the Park Forest area to march for ERA in Indianapolis on January 9.

The group met at the Park Forest Plaza with signs and banner in hand. They arrived in Indianapolis in time for the parade which marched around the Capitol.

The group then held a rally at the Indianapolis Convention Hall, across the street from the Capitol. Approximately 800 people convened representing St. Louis, Louisville, Ky., Milwaukee, Pittsburgh and Chicago (just to name a few).

There were a number of speakers, but the main focus here was writing letters to the Indiana State Representatives. Time was allowed during the rally to write these letters, stationery was provided as well as envelopes and stamps. Emphasis was placed on the fact that the letters had to be written that very day because the State Representatives would meet on the 11th. It was an exciting afternoon and even 8 year old Susie Gearhart wrote four letters.

A snow storm left many busses stranded but they called in to voice their support. All that hard work was not in vain, however, Indiana did pass ERA!



# People, Places, Thangs

## WIZARDS:



In "WIZARDS," a film by Ralph Bakshi, a fantasy vision of the future, an evil sorcerer named Blackwolf discovers the ruins of an ancient European city. Buried in the rubble he finds a motion picture projector and a library of Nazi propaganda films. After his ragtag army of Goblins, wraiths and various creatures of the night respond excitedly to the archaic words of the Fuehrer, Blackwolf magically creates a terrifying army of Nazi-indoctrinated Goblin soldiers equipped with German weapons and armor. As long as he retains control of the projector, Blackwolf's army is invincible. On the other side of the planet in the peaceful splendor of Montaga, the evil sorcerer's

A Film By Ralph Bakshi



brother, Avatar, begins a quest to destroy the source of Blackwolf's power. He is accompanied by the lady Eleanor, a female elf, and a robot. It is their journey to the desolate Scorch of Blackwolf that provides the basic story line.

Throughout the past two years, Bakshi has assembled a production team of fine artists from all over the world so that "WIZARDS" may have "the finest quality of production ever achieved in an animated film." Bakshi is also utilizing a new animation process, a technique that will revolutionize the method of character motion in animated films.

The South Suburban Chapter of the National Organization for Women will meet on February 1 at 7 p.m. in the Park Forest Library's Ringier Room.

This is a newly-formed group and new members are invited to attend. For further information contact Norma Pecora, GSU's Women's Resource Center, extension 2435.

Often students see posters and signs with the GSU Women's Resource Center written on them and the students have no idea what it is. The Resource Center offers a large index file for medical and legal referrals. In addition, there is a book loan, pamphlets ranging on topics from ERA to working women, job referrals and publications.

The Resource Center needs volunteers to stay open. If you can volunteer any time, see Ann Gearhart on Wednesdays between 10 a.m. and 2:30 p.m.

At any rate, come in and browse, the Center may be able to help you.

Nearly 30 million persons visited Illinois State Parks and Historic Sites during 1976, setting a new record for attendance. The Conservation Department's annual report also shows that two new parks opened last year and that more than 4,000 acres of additional open space were acquired by the department for recreation in Illinois.

**LESS UNEMPLOYMENT\*\*\***Unemployment declined moderately in Illinois during December, going from 7.4 percent of the labor force to 7.1 percent according to figures released last week by the Illinois Labor Department. Most urban areas had less unemployment in December, but Springfield experienced an increase from 6.0 to 6.7 percent due to layoffs in manufacturing and construction.

Joliet Junior College, Moraine Valley Community College, Prairie State College, and Thornton Community College were represented at an open house for community college professors, held by the College of Environmental and applied Sciences at Governors State University.

Mutual interests and concerns were discussed, according to Dr. John E. Chambers, university professor of life science in EAS.

Attending were:

Joliet Junior College—Ed Beltzhoover, biological sciences, advisor; Curtis Hieggelke, physical sciences, Ph.D.; Dan Krezenski physical sciences, Ph.D.; Joe McLennan, biological sciences; Wilbur Miner Miner, physical sciences; Mark Nelson; Arthur Wagner, chairman, biological sciences, Ph.D.; Bill Zales, biological sciences, Ph.D.

Moraine Valley Community College—David N. Downs, Mike Echhart.

Prairie State College—Glenn Schmitz, chairman, physical sciences; Glenn Stehr, biology.

Thornton Community College—Donald Sather, life science, Ph.D.; Eugene Wensel, life science.

Dr. Clara B. Anthony Assistant Dean of the College of Cultural Studies will reportedly leave Governors State University to accept a high level position with Governor Thompson's administration in Springfield.

Dr. Anthony will be in charge of Man Power Development, according to a story published in the Chicago Defender.

Dr. Anthony was unavailable for comment.

## Buck Owens To Perform Here



**BUCK OWENS' BUCKAROOS**



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Country music's Buck Owens, one of the most popular of television stars whose live show is possibly the finest touring today, will appear in concerts at Governors State University Friday, March 4.

Concerts will be at 8 and 10 p.m. in the university gymnasium.

Student tickets for \$4 and general admission for \$7 will be on sale soon at the university cashier's office.

Further information may be obtained from the university office of student activities at 312/534-5000, X2141.

Country music's No. 1 artist five years in a row, Owens hosts "Hee Haw" in 200 markets and "Buck Owens Ranch Show" in 70 markets.

Owens' first Warner Brothers album, "Buck 'Em," was released in the summer of 1976. Recorded in Nashville, "Buck 'Em" portrays Buck as one Country artist

whose evolution and maturation are a vital, ongoing process; tunes from such diverse hands as the Eagles, Bob Jones and Lennon and McCartney shared space with some of the strongest Owens originals to date.

With 12 albums hitting number one and more than 26 consecutive number one hit recordings, his recordings "Act Naturally," "Love's Gonna Live Here," and "I've Got a Tiger by the Tail" topped the Country record charts three years.

Total commitment is the name of the game with Buck; total commitment to his career, to developing the careers of others, and, now, to his various humanitarian efforts. He brings the knowledge acquired through 20 years of hard work in the entertainment world, and tempers it with a lifetime of common sense and drive to bring out the best in any project he tackles.



# U.S.U.: An Academic Tale

by  
Luigi Morasova

U.S.U., Utopian State University was once referred to as "U.U." As it grew and enough of its people gathered in a small area, the collective references to this new hope of higher education sounded like a herd of braying yaks. "U.U.," said its President, "will be different. U.U. will not worry about time. U.U. will be humane."

Well, U.U. sounded different. "Instead of a braying yak," said the Vice President for Administration, "let's sound more patriotic. Let's sound like U.S. Steel."

"Everyone should be involved in this decision," said the Vice President for Academic Affairs. "We mustn't hurt anyone's feelings. Let's appoint a committee involving those people who aren't speaking to each other."

Eventually, in the Fall, a committee was appointed to decide whether a committee should be appointed to change the name and, of course, the sound of "U.U." The faculty members were familiar faces. The student members were never there, except for one called a Student Assistant Dean who thought he should come so he could keep his job. No one ever told him what his job was. He wondered if anyone knew.

The rest of the committee was made up of secretaries and a couple of people who were called "community members." They came when they could, but because they had real jobs it was not always easy to be there.

At the first meeting of the Committee on To Appoint a to change the name of U.U., the President was supposed to read the

charge to the Committee. All committees have charges, though the costs to its members are usually negligible. However, there may be hidden costs. "U.U.," said the President, "can make a great difference. But can it make a great difference with a name like 'U.U.?' Then the President left.

The Committee then spent five meetings deciding whether to have a chairman, chairperson, or co-chairpersons. The next order of business was whether to take minutes of the meetings, whether minutes should be summaries or transcripts, what meeting times there should be, and who should know about the meetings.

One day, one of the Committee's community members got confused. He said to the amazement of all, "I don't understand our charge." The President returned about winter time. This time he had asked the Director of Student Services to accompany him. Politically, this was a safe maneuver, since there were no student services to distract the Committee.

"Although, U.U. will not worry about time," reminded the President, "Time is of the essence." He then smiled to the Director of Student Services who clasped his hands in front of him wondering whether he was in the to the Director of Student Services who clasped his hands in front of him wondering whether he was in the right place. the President said, "we must have a decision from the committee on its recommendation on a U.U. Committee before the snow flies."

Then the President answered a question about the committee's budget. About an hour later the President finished his description of the University budget making process and the attitude of the governing boards. He then excused himself and left for a budget making session. The University always made budgets. There were so many budgets no one ever knew which budget was the real budget. Only the President knew and he considered that privileged information.

Finally, someone on the Committee to Appoint a Committee suggested that there be a vote on whether to recommend a committee. There was no discussion and the vote was unanimously in favor of a new committee composed of all elements of the University and society at large.

It was Spring before the President acted on the Committee To Appoint a Committee's recommendation. The President declared in a written memo printed one day in the staff newsletter, "As y. u know, time is of the essence at U.U., therefore, I have decided to speed up the process on the name change question. Our Board will act tomorrow.

Later, when the President was asked how U.S.U. received its name, he said, "Our Board named us Utopian State University."

And so Utopian University, a free standing utopian university, became Utopian State University, a contradiction in terms. No one seemed to mind. No one really understood until day parking meters were installed.

## Students More Down Than Up!

Do students drink more since the dorms allow liquor in students' rooms? Should the University establish a shuttle service between the campus and student bars to decrease drunk driving? These are a few of the questions a newly-formed task force at the University of Wisconsin on campus alcohol use and abuse will try to answer.

Judie Pfeifer, who chairs the committee, appointed by Dean of Students Paul Gsberg, and works for the Drug Information Center here, says there are indications that problem drinking may be more common among college-age people.

"Drug use patterns are switching to depressants from the hallucinogens and 'uppers' that used to be popular. And alcohol is the most commonly-used depressant," Pfeifer says the switch to depressants came about the same time as the energy crisis, the economic recession, and the end of the war in Vietnam.

"I think it has something to do with the changing mood of students. It's hard to say if social conditions caused more people to turn to depressants, but there does seem to be a connection between these more serious, rather hopeless, times and the use of depressants." She said the Drug Information Center noticed an increase in the number of overdose cases due to mixing alcohol with other depressants, such as barbituates, last spring.

The committee will attempt to determine how serious the alcohol abuse problem is at the University, if campus policy of not serving beer at athletic events doesn't actually encourage people to bring in hard liquor, even though it is against the rules.

Educational programs designed to teach young people how to drink without becoming drunk ("Drink slowly and eat something," Pfeifer advises) and to discourage drinking and driving will also be discussed.

"We don't want to abolish drinking. We just want to eliminate some of the most dangerous effects of alcohol abuse."

# A Good Book Can Keep You Warm

read any good books lately? You probably think that you don't have the time, being preoccupied with textbooks and assignments — jobs and families. Leisure isn't a plentiful commodity. In fact, it's almost non-existent.

But everyone needs a diversion. The cold weather is making it hard to go for a walk in the woods or even to get to the closest movie. How many times can you play Monopoly or bake Toll House Cookies? Of course, there's always the tube — it's handy and so easy. Just flip the switch and you're gone. But where?

Why not try something that takes slightly more effort, but gives a great deal of satisfaction and pleasure. A book from your local library, the Governors State library or bookstore, or any convenient bookstand can provide you with just that.

Half the fun of reading comes of picking the book that suits your mood or interest. Of course, you'll want to have a change of pace which will probably eliminate books in your field of work or study. The following are several that might be recommended for a start.

**Lovers and Tyrants**, by Francine du Plessix Gray.

The author's experience as an essayist and reporter serve her well in this exceptionally fine first novel.

Stephanie, the heroine, sizes up the theme of the book when she says, "I shall never cease to marvel at the way we beg for love and tyranny." The "we" to whom she refers are women, and whether or not you agree with Stephanie, this autobiographical novel is a fascinating trip through one woman's life.

**Humboldt's Gift**, by Saul Bellow.

This book is very timely since the author, a Chicagoan, was a recent recipient of a Nobel Prize for literature. It is a harsh, but affectionate, and frequently humorous account of the writer's life in America.

In presenting Mr. Bellow with the award for the body of his work, the academy stated that he portrayed "a man who keeps on trying to find a foothold during his wanderings in a tottering world, one who can never relinquish his faith that the value of life depends on its dignity, not its success, and that truth must triumph at last."

Charlie Citrine, hero of **Humboldt's Gift**, is such a man.

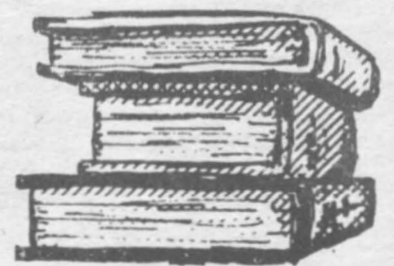
**Roots**, by Alex Haley

**Roots**, described on the New York Times "Best Seller List" as an "important black history document", traces, though fact and fiction, the history of several generations of a family. It begins with the birth of Kunta Kinte, a West African captured by slave traders in 1767 and sold to a Virginian, and concludes with the birth of the author.

James Baldwin said of the book, "Roots is a study of continuities, of consequences, of how a people perpetuate themselves, how each generation helps to doom, or helps to liberate, the coming one—."

Try a little wine, herb tea, or hot chocolate when you curl up with your book. You'll find that winter can have its lovely moments.

• New York Times Book Review, Sept. 26, 1976



## ABOUT THE AUTHOR

Luigi Morasova is the pseudonym for a professional student of higher education and current affairs. He uses this name because of the delicate subject matter he treats and because he does not like to give autographs.

The article on Utopian State University is the result of study of new innovative universities conceived in the turbulent sixties, given life in the early seventies, and frozen before death in its embryonic stages in the mid-seventies. It is expected that the almost mythical University will be thawed and resume its ideals when cures for its current ills are found.

## Singles Share Feelings

Sometimes I feel like a failure because I'm single.

When I consider all my happily married friends — and even those who have been divorced — I wonder if there's something wrong with me because I never married.

Tulsi Saral, professor of communication science at Governors State University in Park Forest South, knows that singles face self-doubt, loneliness and other emotional problems because of their marital status. So for the last 2½ years, the 48-year-old psychologist has been conducting "Single Experience" workshops in his Richton Park home to help unmarried adults realize their self-worth.

Saral says he conducts his intensive weekend workshops to help singles "develop effective communication skills and to learn how to initiate, maintain and continue to enrich satisfying interpersonal relationships." His next session meets from 9:30 a.m. to 7:30 p.m. this Saturday and Sunday.

"In the workshops, we use a set of personality exercises," Saral says. "We ask everyone to take a personal inventory—to define themselves. Each person asks, 'Who am I? What are my expectations? To what extent am I meeting those goals?'"

"When seeking approval from others, we sometimes forget who we are," he adds. "It's good for singles to know they are not alone. Others feel the same way. Ultimately, through these workshops, I would hope that an interpersonal network may evolve, so people can gain support and share and explore their feelings."

During the 2-day workshops, singles ranging in age from 20 to 60 engage in choosing partners, examining the selection process, group feedback and some nonverbal exercises.

"There's not much touching," Saral says. "We're careful not to promote an atmosphere of instant intimacy. We want people to improve self-management, clarify self-direction and learn to trust their own feelings."

Randy Jackson, director of the audiovisual and television department at Roosevelt University in Chicago, attended Saral's workshops last spring and fall. He says he would "definitely" recommend the experience for singles of all ages.

"The workshops have helped my outlook immensely," says Jackson, a 45-year-old Chicagoan. "Other people have noticed the change in me, too."

"Before I went to the workshops, I was highly skeptical," he adds. "I didn't know what to expect. It's not one of those 'touchy-feely' encounter groups. Nobody tries to make you feel uncomfortable. The pressures come from within. I wouldn't say the experience was fun, but it certainly was worthwhile."

Although Saral doesn't consider what he does a matchmaking service, 2 couples who met at the workshops have married. But those who never marry need not feel abnormal, according to Saral.

"More people will be choosing to remain single in the future," he says. "A person must realize he is making a choice and learn to accept the fact that being single is not a failure, but a way of life."

Saral, who was married when he lived in India, has been single for 12 years. About once a month, unattached women pay \$50 to spend a "Single Experience" weekend with him. Single men also pay \$50 to spend a weekend with him — and the single women. Many go away feeling better, Saral says.

He must be doing something right.

(Reprint from Suburban Week)

## SSAC Member Quits

I have found my membership on this Family, work, and educational committee enlightening, rewarding, and mitments have determined my reluctant worthwhile. I encourage you to continue decision. It is with sincere regret that I your positive and persistent efforts in all submit my resignation as a member of areas concerning students, especially with SSAC, effective December 6, 1976. the much needed child care facility.



# Rest Simply By Thinking About It

It happens every morning. One hundred GSU students wake up, sit comfortably in their rooms, and spend 20 minutes getting rest twice as deep as they've just had during sleep.

Before dinner it happens again: 20 minutes of the deepest possible rest in the body, while the mind experiences even greater alertness than it did during the day.

These students and a large number of the south suburban community practice the Transcendental Meditation technique. An amazingly simple procedure, easy to learn and effortless to do, TM appears to produce a unique psychophysiological response that is being hailed as a major scientific discovery.

Since its introduction at UCLA in 1965, the Transcendental Meditation program has been America's fastest growing movement, quietly spreading by word of mouth. Now the Students' International Meditation Society (SIMS), which presents TM on 3,000 college campuses worldwide, is becoming an increasingly active campus group at GSU as well.

To appreciate the widespread enthusiasm for such a simple technique, let's examine the tremendous value that the TM technique has for the mind. We know that happiness or fulfillment is more than a mere mental attitude toward life. Real satisfaction comes from living life as fully as we are able. Unfortunately, most people draw on only a fraction of their inner potential to meet life's countless situations. The fast pace of life today places enormous demands on the bodily machinery. The body is just not resilient enough to bounce back. Inevitably, the delicate neurological and biochemical balance is disrupted.

Every day, then, along with normal surface fatigue, the nervous system accumulates more and more abnormalities, deeprooted stress, on its material and structural levels. This stress progressively lessens physiological flexibility, so that every day the body becomes less capable of coping with life's increasing demands.

It's like tying new knots in a rope each day: the rope becomes more and more frigid. Naturally, this vicious cycle of increasing physiological rigidity restricts maximum expression of our inner creativity, intelligence and alertness. The progressive nature of life demands that we grow more every day. Instead, we only grow more tired every day.

Our generation must reverse this trend. We have to root out the physical impurities that block fullest use of our mental potential.

It is this possibility that has attracted over a million people to the disarmingly simple Transcendental Meditation program. For them TM represents a new personal-development technology for our technological age; an effective way to root out accumulated stress, and raise the quality of being alive to its ultimate value. They have discovered a technology of fulfillment.

Back in 1968, a UCLA researcher, Keith Wallace, began to investigate meditators' claims that they could alter body functions merely by practicing an effortless mental technique. In later collaborations with a Harvard Medical School professor, he found these reports to be true. From its initial appearance in Scientific American and other established journals, the study began raising eyebrows in the scientific community.

These researchers found that oxygen consumption (a measure of the body's level of rest) decreased by an average of 16 percent in the first five minutes of Transcendental Meditation. This finding is remarkable when compared with sleep.

During sleep, oxygen consumption decreases only 8 percent. And it takes six to seven hours for the body to gain this degree of restfulness. So, while practicing the TM technique, one experiences rest deeper than sleep in a fraction of the time.

But the meditators weren't asleep. On the contrary, brain wave studies showed that the mind was in fact more alert than during normal waking consciousness, exhibiting a unique configuration of orderly, coherent patterns throughout the entire brain.

The indications were clear. A new major state of consciousness had been discovered—a fourth state as normal and natural to human experience as waking, dreaming and sleeping. A state of restful alertness.

Scientists were careful to point out that the TM movement had no monopoly on restful alertness. Philosophical, literary, and religious traditions are filled with descriptions of such a state of human awareness.

But there was one difficulty: how to experience it? Even the most ardent seeker of wisdom is hardly able to attend Plato's Academy, or sit on the banks of the river Wye with Wordsworth.

For the first time, Transcendental Meditation appeared to offer a systematic, effortless means for anyone, seeker or no, to join the ranks of a hitherto privileged few who can experience the lively, nonactive state of Being.

Now just six years after Wallaces' pilot research on the technique, 300 studies performed in 29 countries leave little doubt that TM works.

To doctors, this state of restful alertness and its consequent benefits make perfect sense. If the body has the automatic capacity to accumulate deep-rooted stress, then why wouldn't it just as automatically be able to get rid of it? The research shows that, given the right conditions, it can.

The Transcendental Meditation procedure seems to set up these conditions. TM gives the mind an opportunity to temporarily quiet the directed activity characteristic of the waking state; the body correspondingly attains the hypometabolic state of restful alertness.

In this calm quietness, the body can carry out with exceptional efficiency the repairs and adjustments not possible during activity, yet which are also not accomplished during sleep, a duller and less profound form of rest than TM.

This spontaneous physiological response seems to be the exact opposite of the well-known "fight or flight" response that produces stress in the first place.

In the daily experience of a million meditators, the conclusion is self-evident. As stress dissolves through deep rest, consciousness expands. Intelligence increases. Creativity is enhanced, energy multiplies, love grows.

Living 100 percent of one's mental potential becomes not only conceivable, but real. Fulfillment starts to be a living, day-to-day reality.

The TM technique is taught in a systematic seven step course of instruction. The first step in learning TM (an introductory lecture) will be offered to all GSU students on Tuesday, February 15, at 6:30 pm. The lectures will be held in the William E. Engbretson Community Conference Room and are free of charge.

For additional information call SIMS at 799-8110.

Hope...

lighting the mists and making the trees glow...  
its light, it seemed, a symbol of the faith  
that leads a world bowed down,  
its glow a sign of hope,  
for all the worlds to come...

by Mildred D. Johnson  
Copyright 1976

the rain had hid the moon for many nights,  
the sky hung gray, the trees with water sagged,  
the clouds at dusk moved on their somber way....  
and yet, a prelude of some beauty filled the air.  
drawn to my window by some Silent Force,  
I stood in speechless reverence, quiet there,  
for in the now bright heavens hung a moon,  
softly glowing,...tender,...pale,...so pure,



HUMOR

## Spiderman At War With Teenage Pregnancy

(CPS)—Pubescent baby-makers beware!

Planned Parenthood has joined with Spiderman to battle teenage pregnancy. In a new comic book entitled "The Amazing Spiderman Vs. The Prodigy," which is being distributed to public schools and other facilities, the superhero takes on The Prodigy, a green-skinned fellow from the planet Intellectia who has a voice that draws people to him "like a vacuum cleaner." He has visited Planet Earth to encourage the world's youth to get together and provide offspring who will be used a child labor back on Intellectia.

"How I love the way I get them to swallow all the sludge I hand out," he leers. "Imagine! They really think you can't get pregnant before you're 15, or the first time you have sex, or if you only do it once in a while."

Spiderman is not impressed.

"What jive stuff this turkey hands out," he thinks.

But just as The Prodigy is ready to appear on national television to tell the youth that pregnancy clears up acne, the superhero beats the stuffing out of the sex offender, all the while admonishing him in front of the TV audience: "now they can see what a gnome-dome you are!"

Says Marvel Comics director Stan Lee, who provided the group's services gratis, "when a million or more teenagers are getting pregnant each year for want of good education and birth control help, it's quite in character for Spiderman to want to do something about it."

Concludes Jack Hood Vaughn, the family planning group's president: "we don't claim to have covered more than a fraction of the ground in this Spiderman adventure, but if it serves to prompt readers to find out more, from the right sources, it's done its job."

## Excuse Our Error

On page eight in the last issue of the INNOVATOR we mistakenly called the YWCA you guessed it: YMCA! How such an obvious error happened we still do not know. We apologize to the ladies.

Students are invited to attend from 5 to 6:30 p.m. the free presentation sponsored by the Latino studies program of the College of Cultural Studies in the William E. Engbretson Community conference center.

Representatives of the two organizations will be present to answer questions.

Further information may be obtained by telephoning 312/534-5000, X2427 or 242.

Starting in May, 1977, modules such as "Understanding the Latin Psychology," "Mexican American Struggle," and "Latinos in the U.S.A." will have a component called "Practicum in Community Affairs," to be fulfilled in conjunction with the Migrant Council and the United Farm Workers.

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Office of Co-operative Education Governors State University Park Forest South, Illinois 60466

**SUBJECT: Job Mart**

Former Peace Corps volunteer, Paula McNamara, who served for three years in Morocco, will visit the Governors State campus on February 7, 1977, in an effort to talk with students interested in applying their skills overseas as a Peace Corps volunteer or as a VISTA (Volunteers in Service to America) volunteer stationed in the

United States.

The Peace Corps is specifically seeking persons with a background in Business, Nursing and Health fields, Math, and Science teaching. Vista is specifically seeking liberal arts, social science, health, and business students.

The following is a listing of a portion of the positions available with the Peace Corps:

1. Watershed Management BS Degree--position in the Philippines
2. Forest Research Officer BS Degree--position in Ghana

3. Wildlife Biologist BS Degree--position in El Salvador
4. Rural Health Agent BS Degree--position in Central African Republic

5. Communications Specialist BS Degree--Position in Paraguay
6. Physical Education Instructor BS Degree--Position in Brazil
7. Basketball Coach BS Degree--position in Honduras

These and many other diverse positions requiring many types of skill are available. Come by the Placement Office and check it out, because I think what is happening with the Peace Corps and Vista will be an eye opener.

**HS-SW-BC-10**

Executive Director of housing program to promote equal housing opportunities in 34 suburbs--MA degree. \$10,000 to \$13,000.

**HS-SW-BC-11**

Center Director and Assistant. Teen Center in South suburbs.

**B-Mgmt-BC-20**

Management Trainee. Retail operations. 6 month Training Program. BA degree required.

**E-EL-BC-29**

Teacher Trainer. Five years of teaching experience with at least three years in the elementary school.

**B-Mgmt-BC-21**

Manufacturing Management Trainee. Management training program in container manufacturing for food and beverage processing companies. 2 to 3 month training program in glass plant operations.

**E-HE-BC-73**

Asst. Professor of Finance & Accounting. Masters of Business with working experience in management. Application deadline is March 1, 1977

**E-He-BC-76**

Asst Director, Office for State Colleges. MA and three years experience responsible for coordination of academic programs, budget planning and review for nine state colleges.

**E-Sec-BC-13**

Teaching position in Art, Business Ed, English, Speech and Drama, Math, Music, Science, Guidance and Counseling. Illinois Teachers Certificate

**E-HE-BC-78**

Coordinator of the Uptown Center. Develop an educational program to identify and solve problems of the inner-city community. BA degree and prior experience in community service type work.

**E-Sec-BC-11**

Jr. High Vocal Music teacher. BA degree and Illinois Teachers Certificate.

**T-BC-17**

Drafting. Must have mechanical electrical or architectural drafting experience.

**B-Acc-BC-9**

Municipal Finance Circuit Rider. Five-county Planning Commission needs a person to aid small communities by giving advisory technical assistance in fiscal management and capital improvements budgeting. Annual salary \$13,623.

**E-HE-BC-68**

Director of Criminal Justice Program. Direct an undergraduate degree program. Develop a graduate and research program. Teach one three-hour class each semester and a five-week summer session. Deadline for application--February 15, 1977.

**E-EL-BC-28**

Title I Reading Teacher. Illinois elementary certificate.

**E-HE-BC-70**

Placement Counselor. Should have experience in counseling college students. Job development and psychometrics. MA in Behavioral Sciences or Business.

**M-ML-BC-14**

Multiple listing of positions available with Metro YMCA.

**PS-LO-BC-11**

Pollution Control Officer. Entry position engaged in supervising field inspections of industries, institutions, private treatment plants as possible sources of pollution to streams and waterways.

**E-Other-BC-18**

Teaching specialist in Africa. 24 month contract. 15 post secondary teaching positions in P.E., Math, Science, English, Communication Media Specialist, Guidance Counselor. Benefits include housing, round trip air travel, and allowances for insurance and shipping of household goods.

## Classifieds

Apt. to share: female 25-35 yrs Clean Habits, Burnham Oaks Apts. Ms. Allen x2260. \$129.00 mo. 1/2 utilities.

For sale: Clothes, women's size 8-12, boys size 3-4. Misc. furniture and dishes. Call 534-0768.

For rent: 2 bdrm., 2 level townhome in Monterey Village in PFS. with attached garage, central air, carpeting, appliances, drapes, shades, more. Phone 337-7004 evenings \$285.00 monthly. Dave Diersen 400 E. Randolph, Apt. 2618 CHH. Ill. 60601.

Wanted: House Parents: Married couples with Mature outlooks needed for part time positions as House Parents at Glenwood School for Boys. Responsibilities will include supervision of cottages with 12-18 boys, two or more nights a week. A few openings are available for single adults. For info. call 754-0175 ext. 31.

Room for rent in Matteson, girl preferred. Call Nina 748-8337.

For Sale Kowa 2 1/4 x 2 1/4 Camera. Excellent condition \$175.00 Call 747-0324 or Ext. 2315.

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GSU students will benefit from a job bank provided by the Illinois State Employment Office of Metropolitan Chicago, according to Burton Collins of GSU's Placement Office.

The bank microfile listing, a supplemental resource to regularly posted job vacancies, is distributed daily.

Employers can now place job orders for any type of worker, except day laborers and domestic helpers, through the centralized, semi-automated data processing operation.

When employers phone the job bank, an ordertaker charts all pertinent information regarding the position, then feeds it into a computer.

The computer arranges the jobs in occupational sequence according to the Dictionary of Occupational Titles.





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